- **Should we still use delivery targets for the purpose of goal setting?**

Delivery targets are still current for proficiency, gap, and graduation rate, but schools/districts are not obligated to set goals based upon these numbers this year. It is important for schools/districts to set goals within the context of their data, representing an accurate portrayal of their current state and a reasonable target for their desired state. With much greater flexibility embedded into the 2017-18 planning cycle, schools/districts may choose from a variety of local measures to set goals.

- **How should high schools address proficiency and gap goals with EOC field tests in place in 2017-18?**

Local data from universal screeners such as MAP, CERT, ACT or a benchmark system such as CASE 21 may be used to determine proficiency and gap goals. In addition, schools/districts that create their own version of an end-of-course exam as a summative assessment may use that data to create proficiency and gap goals. In general, gap goals should focus on priorities identified in the Needs Assessment.

- **Can you provide more specific guidance on the transition readiness goal?**

While KDE's Office of Assessment and Accountability is still defining the details of this piece for the 2018-19 accountability model, the proposal specifically identifies transition readiness at grade 5 for elementary students and grade 8 for middle school students using a composite score in reading/writing, math, science and social studies. Schools are advised to use local measures to formulate a SMART goal specifying its current percentage of transition-ready students (current state) with a goal to improve to a desired state. With the formula for a composite score still in development by OAA, schools/districts have a great deal of flexibility in how they formulate this goal.

- **What about high school transition readiness?**

High School transition readiness is met when a student meets/exceeds the Kentucky Minimum High School Graduation requirements and meets academic, career OR military readiness. In addition, English Language proficiency must be met by any students who received English Language services during high school. With this in mind, crafting a goal to address high school transition readiness in 2017-18 should begin with priorities established in the Needs Assessment and barriers that prevent more students from demonstrating transition readiness. Again, a thorough review of local data and measures is encouraged.

Here are few examples of priorities schools might address via the transition readiness goal:

- If a school offers Advanced Placement courses but only a small percentage of students are obtaining a 3 or better, increasing this percentage could be a goal.
- If a school does not offer enough dual credit options for students to take, increasing the number of options could serve as a goal.
- For technical readiness, if a school has issues with students being preparatory in a pathway to take KOSSA or Industry Cert, increasing the number or percentage of students being preparatory could be a goal.
- If students are not enrolling in the military or NOT reaching 50 on ASVAB, improving this area could be a goal.
- If a small percentage of the school's EL population is graduating as EL proficient, the school could write a Transition Readiness goal to increase the percentage.
- Or it still may be that the school's focus needs to be on getting more students to meet benchmark on college admissions exam, so this could be used as a Transition Readiness goal.

- **What is growth/How is it different from proficiency?**

Pursuant to 703 KAR 5:270, growth is defined as "a student's continuous improvement toward proficiency or above**."** In other words, growth measures academic progress based on prior and current year performance. Details of the proposal to be implemented for 2018-19 accountability are still being determined. For planning purposes this year, all elementary and middle schools should include a growth goal for their current students based on prior and current academic performance using multiple sources of data including local measures.